

Mansfield Public Schools 5-6 General Music Curriculum

Grade 5

Unit	Objectives	Activity	Vocabulary	Assessment
Listening and Analysis	<p>STUDENTS WILL -</p> <ul style="list-style-type: none"> describe music using proper terminology characterize the mood or emotion of songs 	<ul style="list-style-type: none"> Play songs and practice using descriptors from list Play four songs of varied styles and students describe the songs on their paper Write all responses on board and discuss the benefits of listening objectively Play four other songs with a varied emotive output Students write their impression of the mood or emotion, whether or not they were effected by it, and whether or not they liked the song Write all responses on the board, compare and contrast different answers, and talk about how people can have different reactions to the same songs 	<p>Objective Subjective Analysis</p>	Teacher observation

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Vocal Technique	<p>STUDENTS WILL -</p> <ul style="list-style-type: none"> demonstrate proper posture and alignment experience proper abdominal breathing speak using frontal resonance initiate a vowel with a simultaneous attack analyze the impact of alignment on sound production 	<ul style="list-style-type: none"> Watch video of vocal folds in action through flexible endoscope Teacher will describe and demonstrate the function of the three systems of the voice- respiratory, phonatory, resonatory Teacher will demonstrate the impact that proper alignment of head and neck has on vocal resonance Students will work in groups to analyze and correct posture, aligning (from the side view) ear, shoulder, hip, knee, and ankle Students will participate in breathing and vocalization exercises, standing and supine, to find proper forward resonance supported by proper abdominal breathing 	<p>Vocal folds Maxilla Alignment Glottal attack Aspirate attack Simultaneous attack Clavicular breathing Abdominal breathing</p>	<p>Teacher observation</p> <p>Group posture work</p> <p>Individual responses demonstrating vowel attacks</p> <p>Vocal production homework</p>

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Musical Form	<p>STUDENTS WILL -</p> <ul style="list-style-type: none"> analyze and decode the form of songs perform patterns that illustrate knowledge of form and rondo 	<ul style="list-style-type: none"> Students perform a body percussion pattern using stomps, patches, claps and snaps that has the form of AABA Teacher performs other patterns with different forms and students decode and write the answer Students improvise body percussion patterns with repeated segments to create a rondo Students listen to and decode a Baroque double rondo Students listen to and decode pop songs that illustrate common forms, such as ABABCB, ABABCAB, ABCABCDC and ABCABCDABC 	<p>Form Rondo Variant Pop Song Verse Chorus Bridge Pre-Chorus</p>	<p>Teacher observation</p> <p>Group work and performance</p> <p>Form decoding quiz</p> <p>Pop Song decoding homework</p>

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Rhythmic Notation	<p>STUDENTS WILL -</p> <ul style="list-style-type: none"> repeat rhythms in 4/4 decode and count rhythms in 4/4 with above note values take dictation and notate rhythms in 4/4 with above note values create and perform rhythms in 4/4 with above notation calculate and understand the mathematical relationship between different note values, including dotted notes 	<ul style="list-style-type: none"> Echo rhythms on clapping, nonsense syllables, and International Standard Counting Read aloud rhythms at the board using counting, alone and in groups Teacher says rhythms and students write them down on board and on paper Teacher tells Note Values allegory to illustrate the relationship between different note values Explore mathematical relationship between note values by answering questions like “How many <i>q</i> in <i>w h</i> ? 	<p>Duration Whole Half Quarter Eighth Sixteenth Rest Tie Dotted note</p>	<p>Teacher observation</p> <p>Verbal counting drills</p> <p>Dictation quiz</p> <p>Note value math sheet</p>

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Time Signatures	<p>STUDENTS WILL -</p> <ul style="list-style-type: none"> accurately describe the purpose and function of a time signature analyze time signatures out loud (“There are ____ beats per measure and the ____ note gets the beat”) fill in blank measures with notes that satisfy stated time signature (including but not limited to 3/1, 2/2, 3/2, 3/4, 4/4, 6/4, 3/8, 6/8, 7/8, 9/8) fill in remaining value in unfinished measure in a way that satisfies the time signature 	<ul style="list-style-type: none"> Discuss function of time signature, top number, bottom number, and measure Students analyze time signatures aloud using template on note paper Students fill in empty measure and unfinished measures on class work paper 	<p>Time Signature Measure Bar Measure Line Bar Line</p>	<p>Teacher observation</p> <p>Group work at board</p> <p>Time Signature quiz</p> <p>Time Signature class work sheet</p> <p>Cumulative midterm exam</p>

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Note Names on the Staff and Pitches	<p>STUDENTS WILL -</p> <ul style="list-style-type: none">understand the function of a clefidentify note names of pitches in treble and bass clef including ledger lines above and below the staff	<ul style="list-style-type: none">Discuss the purpose of a clef and demonstrate how moving a clef changes the location of a pitch on the staffStudents memorize mnemonic devices for lines and spaces of treble and bass clefStudents complete note sheet on treble and bass clefStudents identify notes on the board in treble and bass clefStudents will identify note names off the staff on ledger lines below the staff at the boardStudents complete the Note Identification class work sheet	Pitch Treble Bass Clef Staff Ledger Line	<p>Group work at board</p> <p>Note Identification class work sheet</p>

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Unit	Objectives	Activity	Vocabulary	Assessment
Harmony	<p>STUDENTS WILL -</p> <ul style="list-style-type: none"> understand and describe harmony as the movement of chords following certain rules identify intervals between notes spell triads using note names (no chromatic notes) identify chords within different keys with tonality compare and contrast chords with different tonality (major, minor, diminished) analyze the relative strength of harmonic movement from the same chord to different destination 	<ul style="list-style-type: none"> Teacher tells harmony allegory to illustrate the nature of harmony Students complete harmony note sheet with definitions Students answer questions about intervals and triads out loud Students spell triads and identify the name of triads that have been spelled in inverted form Teacher plays major and minor chords on piano and students individually identify the tonality Students identify Tonic, Supertonic, Mediant, Subdominant, Dominant, Submediant, and Leading Tone chords in various keys, including tonality Students complete Harmony class work sheet 	<p>Melody Harmony Chord Triad Interval Tonic Supertonic Mediant Subdominant Dominant Submediant Leading Tone Major Minor Diminished Progression</p>	<p>Teacher observation</p> <p>Verbal questioning</p> <p>Harmony class work sheet</p>

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Composition	<p>STUDENTS WILL -</p> <ul style="list-style-type: none"> create a chord progression that follows the rules of traditional Western harmony harmonize a progression in the key of C accurately fill measures in 2/4 time use passing tones, escape tones, and other non-harmonic notes in melodic composition transcribe their compositions using computer notation software "Sibelius" 	<ul style="list-style-type: none"> Review chord names, triad spellings, and harmonic progression Students use table of appropriate harmonic movement to write their own chord progression beginning and ending on the Tonic chord Students harmonize their chord progression on paper, filling in measures with notes that complement their chords and using values that make up a bar of 2/4 Teacher plays songs individually on piano to allow students to change melody based on auditory feedback Students create a Sibelius file in 2/4, key of C, and put half notes in bass clef (piano left hand) that correspond with their chord progression Students transcribe the melody from their papers into the computer, completing Grand Staff two-hand piano composition 	<p>Composer</p> <p>Chord tone</p> <p>Passing tone</p> <p>Escape tone</p>	<p>Teacher observation</p> <p>Submitted student compositions</p>

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Sound (Acoustical Science) and Instruments	<p>STUDENTS WILL -</p> <ul style="list-style-type: none"> identify the auditory impact of changing the shape of sound waves draw sound waves compare characteristics of sounds based on visual observation of waves predict the result of changing the shape and size of instruments identify and classify different instruments using traditional orchestral families and new classification system make an instrument and classify it 	<ul style="list-style-type: none"> Teacher draws sound waves on the board and discusses terminology of acoustical science Students compare different sound waves (visually) and predict the result of changing the shape and size of the waves Students draw sound waves illustrating understanding of frequency, amplitude, and wavelength Teacher explains traditional orchestral family system of instrument categorization Students identify and categorize instruments Teacher explains new classification system based on sound production Students categorize instruments based on new system Students create a double reed tone hole instrument from a straw 	<p>Sound Acoustics Crest Trough Frequency Amplitude Wavelength Woodwind</p> <ul style="list-style-type: none"> single reed double reed tone hole <p>Brass String</p> <ul style="list-style-type: none"> plucking bowing <p>Percussion Aerophone Chordophone Membranophone Idiophone</p>	<p>Teacher observation</p> <p>Verbal questioning</p> <p>Sound quiz</p> <p>Cumulative final exam</p> <p>Collection of notes</p>

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Grade 6

Unit	Objectives	Activity	Vocabulary	Assessment
Western Music History	<p>STUDENTS WILL -</p> <ul style="list-style-type: none"> listen to representative examples from the different time periods in Western music history learn about the contributions of important Western composers make connections between the development and change of music history to the history of Western culture 	<ul style="list-style-type: none"> Teacher describes music from a each era using appropriate music terms Students listen to and describe sample recordings that illustrate varied musical textures (monophonic, homophonic, polyphonic), forms (symphony, theme and variations), and other concepts (dynamics, tempo contrast) Teacher explains the historical significance of important composers from the Western tradition and how their contributions shape our music today Students research events from non-musical history that parallel developments in music history 	<p>Oral tradition Medieval Plainsong chant Monophony Homophony Organum Sacred Secular Troubadour Staff Solfege Circa Compositional technique Polyphony Renaissance Anonymous Madrigal Dynamics Baroque Counterpoint Fugue Pianoforte Organ Harpsichord Clavichord Opera Oratorio Classical Symphony Theme and variations Movement</p>	<p>Teacher observation</p> <p>Verbal questioning</p> <p>Collection of notes</p> <p>Midterm exam</p> <p>Final exam</p>

			Commission Romantic Tempo Contrast Art song Program music Lieder Song cycle Leitmotif Nationalist Tone poem	
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Unit	Objectives	Activity	Vocabulary	Assessment
Note Names on the Staff and Pitches	<p>STUDENTS WILL -</p> <ul style="list-style-type: none"> understand the function of a clef identify note names of pitches in treble and bass clef including ledger lines above and below the staff 	<ul style="list-style-type: none"> Review the purpose of a clef and demonstrate how moving a clef changes the location of a pitch on the staff Students review mnemonic devices for lines and spaces of treble and bass clef Students complete advanced note sheet on treble and bass clef Students identify notes on the board in treble and bass clef Students will identify note names off the staff on ledger lines below the staff at the board Students complete the Note Identification class work sheet 	Pitch Treble Bass Clef Staff Ledger Line	<p>Group work at board</p> <p>Note Identification class work sheet</p>

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Rhythmic Notation	<p>STUDENTS WILL -</p> <ul style="list-style-type: none"> count rhythms in 4/4 calculate and understand the mathematical relationship between different note values, including dotted notes 	<ul style="list-style-type: none"> Read aloud rhythms at the board using counting, alone and in groups Read advance rhythms from rhythm work sheet individually and as a class Explore mathematical relationship between note values by answering more complex questions like “How many q. in w h ? 	<p>Duration</p> <p>Whole</p> <p>Half</p> <p>Quarter</p> <p>Eighth</p> <p>Sixteenth</p> <p>Rest</p> <p>Tie</p> <p>Dotted note</p>	<p>Teacher observation</p> <p>Verbal counting drills</p> <p>Rhythmic listening quiz</p> <p>Advanced note value math sheet</p>

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Time Signatures	<p>STUDENTS WILL -</p> <ul style="list-style-type: none"> review the purpose and function of a time signature analyze time signatures out loud (“There are ____ beats per measure and the ____ note gets the beat”) fill in blank measures with notes that satisfy stated time signature (including but not limited to 3/1, 2/2, 3/2, 3/4, 4/4, 6/4, 3/8, 6/8, 7/8, 9/8) fill in remaining value in unfinished measure in a way that satisfies the time signature 	<ul style="list-style-type: none"> Teacher reviews with students the function of time signature, top number, bottom number, and measure Students analyze time signatures aloud using template on note paper Students fill in empty measure and unfinished measures on class work paper 	<p>Time Signature Measure Bar Measure Line Bar Line</p>	<p>Teacher observation</p> <p>Group work at board</p> <p>Time Signature class work sheet</p> <p>Cumulative midterm exam</p>

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Unit	Objectives	Activity	Vocabulary	Assessment
Harmony	<p>STUDENTS WILL -</p> <ul style="list-style-type: none"> review the definition and rules of harmony identify and name intervals between notes spell triads using note names (no chromatic notes) identify chords within different keys with tonality compare and contrast chords with different tonality (major, minor, diminished) analyze the relative strength of harmonic movement from the same chord to different destination 	<ul style="list-style-type: none"> Teacher reviews harmony allegory to illustrate the nature of harmony Students complete harmony note sheet with definitions Students answer questions about intervals and triads out loud Students spell triads and identify the name of triads that have been spelled in inverted form Students identify Tonic, Supertonic, Mediant, Subdominant, Dominant, Submediant, and Leading Tone chords in various keys, including tonality Students complete 6th Grade Harmony class work sheet 	<p>Melody Harmony Chord Triad Interval Inversion Tonic Supertonic Mediant Subdominant Dominant Submediant Leading Tone Major Minor Diminished Progression</p>	<p>Teacher observation</p> <p>Verbal questioning</p> <p>6th Grade Harmony class work sheet</p>

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Composition	<p>STUDENTS WILL -</p> <ul style="list-style-type: none"> create a chord progression that follows the rules of traditional Western harmony decode the rhythm of spoken text write a poem, decode and notate the rhythm compose a melody that satisfies the harmonic progression using the note values of their text transcribe their compositions using computer notation software “Sibelius,” complete with lyrics 	<ul style="list-style-type: none"> Review chord names, triad spellings, and harmonic progression Students use table of appropriate harmonic movement to write their own chord progression beginning and ending on the Tonic chord Students decode the rhythm of a simple nursery rhyme in 4/4 and write the notation on the board collaboratively Students write a 4-line poem, decode the rhythm, and write the notation above the text Students create a Sibelius file in 2/4, key of C, and put half notes in bass clef (piano left hand) that correspond with their chord progression Students compose a melody that complements the harmonic progression they created while using the rhythm of their decoded poems Students add their lyrics, completing their songs 	<p>Decode</p> <p>Chord tone</p> <p>Lyrics</p> <p>Text stress</p>	<p>Teacher observation</p> <p>Submitted student compositions</p>